

DOCUMENT RESUME

ED 268 943

HE 019 311

TITLE Maryland Statewide Plan for Postsecondary Education.

INSTITUTION Maryland State Board for Higher Education, Annapolis.

PUB DATE Feb 86

NOTE 63p.

AVAILABLE FROM Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Change Strategies; College Planning; College Programs; College Role; Educational Finance; Enrollment Trends; Institutional Mission; *Mission Statements; *Postsecondary Education; *Private Colleges; Proprietary Schools; *State Colleges; State Universities; *Statewide Planning

IDENTIFIERS *Maryland; University of Maryland

ABSTRACT

Maryland's state postsecondary education system is described, along with actions to address state needs, and institutional roles and missions. The types of institutions are distinguished and information is provided on enrollments for individual community colleges, state universities and colleges, and private institutions. Planning assumptions are also considered, with attention to the traditional college-aged population, the population older than the traditional college student, student program interests, the state's economy, access to educational resources, quality, and competition for funding. The following actions to address state needs are covered: enhancing the University of Maryland system, strengthening undergraduate education, improving partnerships with both the public schools and with business and industry, providing greater focus for campus activities, centers for excellence, graduate studies in Baltimore, implementation of the state's equal educational opportunity plan, increasing funding, and expanding accountability mechanisms. Mission statements are provided for community colleges and state colleges and universities concerning degrees offered, programs, enrollments, research, and public service, and specific information is provided on some of these areas for 14 institutions or branches. (SW)

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MARYLAND STATEWIDE PLAN
FOR POSTSECONDARY EDUCATION

February, 1986

State Board for Higher Education
16 Francis Street
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FOREWORD

The next ten years will see significant changes in postsecondary education. Following two decades of responding to unprecedented growth in enrollments and changes in the characteristics of students enrolled, postsecondary education is faced with the prospect of enrollment decline due to changing demographic conditions and changes in societal needs. For the foreseeable future the primary needs of the State will be quality improvement and better access by business, industrial, and nonprofit organizations to postsecondary education's resources. The quality of life of Maryland's citizens as well as the State's long-term economic development prospects are directly related to the success of efforts to address these needs.

This Plan provides for numerous actions to improve the quality of higher education, including raising the academic preparation of high school students, increasing admissions standards, strengthening the undergraduate arts and science curriculum, establishing centers for excellence in academic programs and research, increasing base budgets at public campuses, and targeting funding toward specific improvements. It also provides for more clearly focused campus missions to promote the necessary improvements in the most economical manner possible. In addition, the Plan contains mechanisms for evaluating existing academic programs and places greater emphasis on measuring campus performance and increased public accountability. Finally, the Plan contains provisions for better serving the State's elementary and secondary schools and the State's business, industrial, and nonprofit organizations.

Chapter I

INTRODUCTION

Postsecondary education provides a variety of significant benefits to both the individual and society. Postsecondary education contributes to the cognitive, cultural, and social development of individuals as well as to societal development through the increased participation of well-educated individuals in civic and cultural affairs and their role in the creation and application of knowledge. Higher education enhances the earning potential of individuals as well as their ability to adjust to changing labor market conditions. Society benefits economically through the increased labor force participation and productivity of well-educated individuals and their decreased rates of unemployment and dependence on public assistance. The major purpose of this Plan is to ensure that Maryland citizens as well as the State in general benefit to the maximum extent possible from Maryland's substantial postsecondary educational resources.

Of the three major functions of postsecondary education - teaching, research, and public service - the instruction of students has been and will continue to be the most important. However, it is of increasing importance that the resources of postsecondary educational institutions also more directly benefit the general public and organizations external to postsecondary education. Postsecondary education has many resources that are uniquely suited to dealing with critical emerging needs of our society, which is becoming increasingly complex, and of our economy, which is becoming more knowledge-based, global, and competitive. Hence, a particular priority of this Plan is to ensure that, in addition to traditional instruction, the resources of

postsecondary educational institutions are used where possible to address directly the State's general economic, social, and cultural needs.

THE ORGANIZATION OF POSTSECONDARY EDUCATION IN MARYLAND

Maryland has a wide variety of postsecondary educational institutions which serve about one in five Maryland residents through coursework of some type each year. There are 57 campuses in the collegiate sector and 225 schools which offer non-degree programs primarily oriented toward career preparation. Collegiate institutions currently enroll over 231,000 degree-credit students and an even larger number in non-credit courses and programs. Independent proprietary schools enroll more than 25,000 students each year.

Among collegiate campuses, 32 are in the public sector and 25 are independent. Of the public campuses 19 are two-year community colleges offering programs through the associate degree while the remainder offer programs leading to the baccalaureate or higher degrees.

PUBLIC HIGHER EDUCATION

Public higher education is organized as follows.

Community Colleges. Maryland's 19 major community college campuses are operated by 15 local governing boards. The State Board for Community Colleges coordinates these campuses at the state level. Currently, about 95,000 students are enrolled for undergraduate degree-credit study on these campuses. Almost 75% of these students are enrolled on a part-time basis; the majority of these are older than traditional college age. In addition, over 200,000 students are enrolled in non-credit continuing education courses.

Maryland's community colleges and their degree-credit headcount enrollments for fall, 1985 are listed below.

Allegany	1,979
Anne Arundel	9,270
Baltimore	5,843
Catonsville	10,856
Cecil	1,310
Charles	4,462
Chesapeake	2,023
Dundalk	3,160
Essex	9,706
Frederick	3,076
Garrett	564
Hagerstown	2,484
Harford	4,306
Howard	3,318
Montgomery - Germantown	2,559
Montgomery - Rockville	12,436
Montgomery - Takoma Park	4,225
Prince George's	12,781
Wor-Wic Tech	745

State Universities and Colleges. The State University and College System, governed by the Board of Trustees of the State Universities and Colleges, is made up of six campuses. Currently, over 33,000 degree-credit students are enrolled at these campuses. Of these, almost 28,000 are undergraduates and over 20,000 are enrolled on a full-time basis.

The campuses in this segment and their degree-credit headcount enrollments for fall, 1985 are listed below.

Bowie State College	2,527
Coppin State College	2,357
Frostburg State College	3,715
Salisbury State College	4,508
Towson State University	14,990
The Univ. of Baltimore	5,120

St. Mary's College of Maryland. St. Mary's is governed by its own Board of Trustees. It is a small, selective, residential college - the only public four-year campus in the State devoted entirely to the education of undergraduates. More than 80 percent of its over 1,300 students are enrolled on a full-time basis.

Morgan State University. Morgan is governed by its own Board of Regents. It offers a comprehensive array of programs and serves both residential and commuting students. Morgan currently enrolls almost 4,000 students. About three-quarters of Morgan's enrollment is made up of undergraduates, while about 85% of its students attend on a full-time basis.

The University of Maryland System. The University of Maryland is governed by the Board of Regents of the University of Maryland. It is made up of five campuses. Together, these campuses enroll almost 66,000 degree-credit students in Maryland, of which over 52,000 are undergraduates. Almost 41,000 students attend on a full-time basis.

The campuses of the University of Maryland and their degree-credit headcount enrollments in Maryland for fall, 1985 are listed below.

UM at Baltimore (UMAB)	4,621
UM Baltimore County (UMBC)	8,448
UM College Park (UMCP)	38,679
UM Eastern Shore (UMES)	1,264
UM Univ. College (UMUC)	12,512

In addition, the University has six major state-wide organizations which carry out research and public service functions. Two of them, the Agricultural Experiment Station and the Cooperative Extension Service, support the University's role as the State's land-grant institution under the federal mandates of 1862 and 1890. A third is the Center for Environmental and Estuarine Studies, with laboratories on the Eastern Shore, in Southern Maryland, and in Western Maryland, and headquartered at Horn Point. The fourth is the Maryland Sea Grant College. The University of

Maryland Medical System and the Maryland Institute for Emergency Medical Services Systems also have key roles in providing medical care for Maryland citizens.

INDEPENDENT HIGHER EDUCATION

Independent institutions enroll over 32,000 degree-credit students at all levels of study. Each independent collegiate institution is governed by its own board. Independent institutions and their degree-credit headcount enrollments for fall, 1985 are listed below.

Balt. Hebrew College	212
Balt. Int'l. Culinary Arts Institute	121
*Capitol Instit. of Tech.	1,079
Columbia Union College	611
Eastern Christian College	60
*Goucher College	896
Hagerstown Bus. College	268
*Hood College	1,711
*The Johns Hopkins Univ.	11,086
*Loyola College	5,157
Md. Coll. Art & Design	97
*Md. Inst., Coll. of Art	1,232
*Mount St. Mary's College	1,777
Ner Israel Rabbinical College	428
*Notre Dame of Maryland	1,712
*Peabody Institute	434
*St. John's College	405
St. Mary's Seminary & University	374
Seafarer's Harry Lundberg School of Seamanship (Approved November, 1985)	
*Sojourner-Douglass College	479
*Villa Julie College	1,079
Washington Bible College	522
*Washington College	891

Wash. Theological Union	162
*Western Maryland College	1,666

*State Aided Institutions

INDEPENDENT POSTSECONDARY PROPRIETARY SCHOOLS

There are about 225 independent postsecondary proprietary schools in Maryland. These schools enroll approximately 25,000 students, primarily in career-oriented programs leading to specialized certificates or diplomas. While most schools in this sector prepare students for job entry through programs ranging in length from several weeks to two years, others specialize in preparing students for certification or licensure through shorter, highly concentrated programs (e.g., CPA review, real estate licensure). Proprietary schools are operated on both a for-profit and nonprofit basis.

PLANNING FOR POSTSECONDARY EDUCATION

The State Board for Higher Education is responsible for statewide coordination of postsecondary education. Among its responsibilities are evaluation of State needs and the development of a plan for addressing them. The Maryland Statewide Plan for Postsecondary Education, which was adopted in 1978 and updated since that time on an annual basis, has provided a framework for the growth and development of postsecondary education in the State. This Plan represents the first major revision of the 1978 Plan.

A good deal of progress has been made since 1978, particularly in the area of quality improvement. Admissions standards have been continually upgraded at public four-year campuses, with the median increase in average SAT scores of entering students among these campuses being 50 points during this period. All public four-year institutions have developed honors programs for academically talented students, and for the first

time a majority of the State's college-bound high school seniors with an "A" average are remaining in the State to attend college. Selected academic, research, and service programs have been improved. Campuses have been granted greater flexibility in managing their funds while a comprehensive set of measures have been developed to assist in evaluating campus performance. While quality is not easily documented, Maryland institutions have received national recognition in several recent studies in a number of program areas. In addition, federal research funding, which is awarded through a national competitive process, has grown steadily at the University of Maryland and the Johns Hopkins University. Another indicator of effective performance by Maryland institutions has been the generally positive results of follow-up studies of graduates and evaluations by employers of graduates. While progress to date has been substantial, continuation of progress and recognition of changing needs are essential if Maryland's postsecondary institutions are to continue to improve their contributions to the development of the State and its citizens.

PLANNING ASSUMPTIONS CONCERNING NEEDS AND CONDITIONS

THE POPULATION OF TRADITIONAL COLLEGE AGE

The population of State residents under the age of 23 will continue to decline through the mid-1990s as a result of the decline in Maryland births that took place between 1964 and 1977. Consequently, full-time undergraduates will decline in number and continue to make up a decreasing percentage of the total student enrollment on campus. The majority of students in this age group will continue to be interested in postsecondary education as a means of preparing for a job directly following graduation.

An increasing proportion of students in the traditional age group will be made up of members of

minority groups. Many of these students are unlikely to be adequately prepared for college-level work. Of particular concern is the low probability of their being adequately prepared to enter and complete programs in scientific fields, in which the demands for graduates are likely to increase at the same time that baccalaureate recipients in general are decreasing.

The preparation of entering students in general is likely to be adversely affected by the quality and availability of teachers at the elementary and secondary levels, particularly in fields important for preparing students for college-level work. Disparities in wealth among school systems will be reflected in their abilities to recruit and retain qualified teachers and, hence, in the adequacy of the preparation of their graduates.

The effects of an increasing proportion of educationally disadvantaged students and problems with teacher supply and quality also will be reflected in the qualifications of students not seeking a college degree. Employers may find it difficult to recruit young people with adequate basic skills and may increasingly seek continuing education opportunities for those they employ in order to maintain a workforce of adequate quality.

THE POPULATION OLDER THAN TRADITIONAL COLLEGE AGE

The population older than traditional college age will continue to increase and to make up an increasing percentage of students on campus. Students in this age group will tend to be employed and to enroll on a part-time basis. Career enhancement will be a major goal of this group as well as of their employers, although their reasons for attending college will be diverse. Convenience in admission, registration, and scheduling and the availability of specialized courses will be particularly important to this segment of the population.

STUDENT PROGRAM INTERESTS

With a continued high level of interest in career preparation, student program interests at both the technical and professional levels will closely reflect the opportunities of the labor market. Business, scientific, and health fields generally will continue to be popular choices among undergraduates, although changes in the demand for specific fields and lags between demand and degree completions will continue to result in temporary imbalances that cannot be predicted far in advance. Students in liberal arts programs increasingly will take secondary concentrations in professional fields that will enhance their job prospects upon graduation.

The interest in preparing for teaching careers probably will lag behind the need for new teachers and the academic achievement levels of those entering the profession most likely will continue to be of concern. Because the job outlook for recent graduates in general should improve as the number of baccalaureates awarded declines, the teaching profession is likely to be at a competitive disadvantage in attracting an adequate supply of qualified recruits, absent significant improvement in salaries, working conditions, and status.

As a result of the decline in the number of full-time undergraduates and the continuing career orientation of both full-time and part-time students, the core arts and science programs may be threatened with loss of priority on many campuses. This will be the case despite a good deal of evidence suggesting that a strong broadly-based education may provide the best long-term preparation for productive careers in a rapidly changing economy.

At the doctoral level, interest in areas such as the physical sciences, computer science, and engineering is likely to remain relatively low because of the strong job market for individuals with undergraduate degrees in these fields. Campuses increasingly have relied on

part-time faculty to teach courses in these areas due to shortages of individuals with doctoral degrees in these fields and strong salary competition for such individuals from the private sector. Continuation of this trend will threaten scientific and technological progress and ultimately have an adverse impact on undergraduate education as the number of qualified faculty in these fields decline. On the other hand, graduate-level and continuing education coursework in these fields for employed persons is likely to be in relatively high demand as individuals attempt to remain current in their fields of expertise. Interest in most other areas of doctoral education is likely to remain modest in response to little demand for new doctorally-trained individuals in most academic institutions and private organizations. This promises during the mid or late 1990s to have an adverse impact on campuses in almost all program areas when faculties will have decreasing proportions of young, recently-educated individuals as a result.

THE STATE'S ECONOMY

Continuation of the State's relatively favorable economic situation over the long run will depend on its ability to assist the agriculture industry to remain competitive and to attract and retain business and industrial organizations that can successfully compete in new and changing markets. Strong competition among states for these types of organizations will continue. A strong economic base increasingly needs a well-educated workforce and the opportunity for retraining and upgrading this workforce on a continuing basis. It also requires access to personnel with the most up-to-date knowledge in a variety of fields. Hence, education at all levels will be a major factor in determining how successful states will be in attaining their economic development objectives.

Economic conditions will continue to vary significantly among the regions of Maryland depending on their particular circumstances. Postsecondary education's ability to meet this diversity of needs in a timely manner is likely to be influential in the

economic development patterns of different regions of the State.

ACCESS TO EDUCATIONAL RESOURCES

Because most of the State's population, business, and industry is concentrated in regions in which most of postsecondary education's resources exist, access potentially will continue to be excellent for most. However, certain regions of the State will continue to have less than desirable physical access to postsecondary institutions. This will make commuting as a full-time student or part-time attendance difficult or impossible. Organizations located in these regions likewise will find access to faculty expertise and coursework for their employees a significant problem. At the same time, development of new campuses will be difficult to justify in the face of declining full-time undergraduate enrollments across the State.

Even in regions where physical access is adequate, individuals and organizations may not avail themselves of postsecondary educational resources because of lack of information, the inability to identify relevant campus points of contact, or the absence of priority given to their particular needs by nearby campuses.

Persons in lower income groups will find cost an increasingly significant barrier to postsecondary education as federal grant programs fail to keep pace with increases in educational costs. As students from middle-income families to a greater extent rely on loan programs to finance postsecondary education, many will face relatively high levels of long-term indebtedness, which may have a significant effect on program choice, academic creativity, and a willingness to undertake teaching or other public service careers following graduation.

QUALITY

Greater competition among campuses for students along with rising expectations and increasing sophistication on the part of both students and parents in choosing a college will help ensure that quality will become the major factor in determining institutional choice by most of those seeking postsecondary education.

Organizations operating in increasingly competitive environments will even more than in the past place a premium on recruiting well-educated new employees and insuring that their skills are maintained throughout their careers. However, as the number of recent baccalaureate recipients declines organizations will find the pool of graduates from which they recruit correspondingly smaller, thus, diminishing their ability to be selective in their hiring practices. Postsecondary education, therefore, will be expected to raise the general level of quality of its graduates.

Organizations also will place a premium on the quality of faculty expertise available to undertake research and provide assistance of other types that is not available in-house and on the responsiveness by campuses to meet these and other needs.

COMPETITION FOR FUNDING

Competition for State funding can be expected to continue to increase. Federal budgetary difficulties are likely to continue to shift greater responsibility for many types of programs to the state level. Because higher education generally is funded out of the discretionary portion of the State budget it will continue to be particularly vulnerable to funding cutbacks in times of fiscal crisis. If quality is to be maintained or improved in such an environment, greater focus and more defined missions are essential.

Demonstration of performance also will become an important criterion for determining how well higher

education and other government-funded programs fare in the competition for resources. Public institutions of higher education increasingly will seek grants, equipment, adjunct faculty in scientific and engineering fields, and other resources from private organizations. While the private sector can be expected to respond by selectively increasing its investment in public higher education, it too will try to ensure that these investments lead to desirable results.

THE GOALS OF POSTSECONDARY EDUCATION IN MARYLAND

Four goals and their relative priorities provide a framework for coordinated action on the part of postsecondary education to address the development needs of the State's citizens and its business, industrial, and governmental organizations. These are the same goals that have guided the development of postsecondary education since 1978, when the Statewide Plan initially was adopted.

ACCESS - the goal of making educational programs and other resources available to all Maryland citizens and organizations who can benefit from them.

DIVERSITY - the goal of providing an adequate variety of educational programs and other resources to meet the varied needs and interests of individuals and organizations.

QUALITY - the goal of making available the best possible educational programs and resources.

ECONOMY - the goal of achieving postsecondary education's goals in the most efficient manner possible.

Among these goals, quality, as in the past, remains the highest priority because it most clearly addresses the largest number and most important needs of

the State. At the same time, progress made in providing access and a diverse array of educational opportunities to individuals needs to be maintained. Access provided to external organizations needs to be increased so that they may more directly benefit from the resources of postsecondary education.

Chapter II

ACTIONS TO ADDRESS STATE NEEDS

This Plan provides for a variety of actions to address the major issues facing the State. These actions fall into nine broad categories: Enhancing the University of Maryland, Strengthening Undergraduate Education, Strengthening Partnerships with the Public Schools, Strengthening Partnerships with Business and Industry, Providing Greater Focus for Campus Activities, developing Centers for Excellence, providing for Graduate Study in the Baltimore Metropolitan Area, Implementing the State's Equal Opportunity Plan, Increasing Funding, and Expanding Accountability Mechanisms.

ENHANCING THE UNIVERSITY OF MARYLAND

The entire public sector of higher education has a history of inadequate funding. The need, therefore, for enhancement is widespread. Quality improvement is foremost among the goals of this Plan and is reflected through recommendations concerning campus priorities, student preparation and program quality, funding, and performance evaluation. Within this framework for across-the-board enhancement, the State needs to give priority to the University of Maryland College Park.

The mission of the University of Maryland is to serve the entire State through teaching, research, and service. Its campuses as well as various research and service activities are located throughout the State in recognition of this mission. Within the University of Maryland System the Baltimore City campus professional schools and the College Park campus have by far

the broadest impact on the State as a whole. Both also have received national recognition in a number of areas. However, UMCP, unlike UMAB, is comprehensive and historically has had to provide access to the majority of State residents desiring an undergraduate education in the public sector. With the present high level of development of other undergraduate opportunities throughout the public sector, UMCP now is in a position to change its mission, build on its considerable strengths, become recognized as one of the best public universities in the country, and improve its service to the entire State. UMCP has the opportunity to make major strides in improving the academic ability level of its entering freshman class, upgrading faculty salaries, increasing the rigor of its programs, giving greater priority to graduate work, and upgrading its research facilities and programs. While the State will benefit from these improvements, it will benefit far more directly and significantly to the extent that UMCP also extends its unique resources throughout the State. Efforts to extend its doctoral programs off campus or to work cooperatively with other campuses to provide such programs as they are needed, to make its research expertise widely available, and to provide continuing education opportunities in programs where its capabilities are unique are likely to have a significant, positive impact on the State's economic well-being. Enhancement of UMCP also will have a positive effect on other campuses throughout the State, helping to raise the general level of quality in higher education. In addition to the funding recommendations of this Plan, which would support the required improvements, the State should provide funding incentives to UMCP to support further reduction in the size of its entering freshman class and increases in the qualifications of entering undergraduate students.

STRENGTHENING UNDERGRADUATE EDUCATION

Improving Quality Across the Curriculum

It is essential that campuses ensure that all of the programs they choose to offer are of the highest possible quality. While each campus may be responsible for emphasizing certain programs and may choose to give priority to attempting to achieve excellence in certain areas, the consistency of quality throughout the curriculum is the major factor affecting the overall quality of education obtained by the vast majority of students. Therefore, campuses are expected to ensure that the quality of their faculties are as high as possible and that faculty remain current in their fields of expertise. They also are expected to establish rigorous internal processes for evaluating existing programs and for establishing priorities to strengthen or eliminate programs to ensure consistent quality among all programs they offer.

Increasing General Education Requirements

A mission of all but specialized campuses is to offer undergraduate programs in the arts and sciences. Because all students, regardless of their major fields of study, are exposed to an array of courses in the arts and sciences through the completion of general education requirements, it is essential that these programs be of the highest possible quality. A strong arts and science background provides students with the general intellectual skills necessary to adapt to a world that is increasingly complex and changing in ways that cannot be predicted very far in advance. Despite increasing student interest in career programs, a strong liberal arts background also is more likely to provide each student with greater long-term advantages in successfully adjusting to changing labor market conditions than a program emphasizing primarily specialized undergraduate training.

This Plan provides that the State's standards for institutional operations be increased to require more general education coursework for each student seeking

an associate's or bachelor's degree. Campuses should study increasing requirements for the associate or baccalaureate toward the goal of requiring at least one-third of each student's total undergraduate program in the arts and humanities, social and behavioral sciences, mathematics, and the biological and physical sciences. This increased emphasis is designed to help insure that, regardless of their majors, students will have an understanding of the essential theories and knowledge in important disciplines and will exhibit acceptable levels of achievement among higher order intellectual skills. These proposed changes in the standards for degree-granting institutions in Maryland will be developed in consultation with affected institutions and will be phased in over an agreed period of time.

Increasing Admissions Standards

If four-year colleges are to minimize the amount of remedial education they offer and increase the quality of their programs, it is essential that students entering college have better academic preparation than generally is the case at the present time. To serve students adequately who are underprepared upon entering college, these campuses must allocate resources away from activities that promote quality improvement. Underprepared students also are at relatively high risk of academic failure or at least are significantly limited in the number of fields of study they can expect to pursue successfully. A number of actions in this Plan are designed to improve the preparation of students entering college, thereby providing opportunities to reallocate resources away from remedial programs and toward improving quality.

Four-year campuses use a variety of criteria to make admissions decisions concerning individual students. All utilize SAT scores as one of these criteria as they, in combination with high school performance, have value in predicting student achievement and persistence in college. Campuses also may take into consideration other specific characteristics of students in estimating the likelihood of their succeeding in their programs. While admissions decisions are made on a

case-by-case basis, campuses are expected to continue to increase their standards overall in order to minimize remedial activities and improve retention. Average SAT scores for entering classes provide a reflection of the high school achievement levels of freshmen in the aggregate that is comparable from year to year. The increasing attractiveness of Maryland campuses to talented students along with increases in standards for admission should result in increases in average SAT scores of entering freshman classes. The goal is to achieve an increase of between 5 percent and 10 percent during the next five years. Upon achieving this goal, those campuses with the highest selectivity in the State at the present time would have among the best prepared student bodies on public campuses nationally. At the same time, a variety of levels of selectivity would be maintained among the public campuses throughout the State.

An important indicator of the effectiveness of campus admissions standards and of student satisfaction is the rate at which entering students seeking a degree are retained and graduated. As the preparation of entering students rises and program quality improves, the rate at which students complete their degrees also should increase. Therefore, public four-year campuses should endeavor to increase the five-year retention/graduation rates of their full-time entering freshmen by 15 percentage points during the next five years.

Feedback Between Public Four-Year Campuses and Community Colleges

A major reason that Maryland public four-year campuses can increase their selectivity without denying students access to higher education is the existence of a system of high-quality comprehensive community colleges in the State. Community colleges offer both transfer and career programs and serve students with all levels of prior academic preparation. The State has been well served by long-standing articulation agreements between community colleges and public four-year campuses which ensure transferability of credit.

Research to date confirms that community college students upon transfer do as well as students who began their education at a four-year campus. With freshman admissions standards increasing, it is essential that community college transfer students continue to meet with success under more competitive conditions. Therefore, in order to monitor the performance of transfer students and provide feedback on a continuing basis to community colleges, the SBHE will work with both community colleges and four-year institutions to develop further systems for providing feedback on a continuing basis to community colleges concerning the performance of students who transfer.

STRENGTHENING PARTNERSHIPS WITH THE PUBLIC SCHOOLS

Currently numerous mechanisms exist for cooperation between higher education and elementary/secondary education. At the state level the Education Coordinating Committee serves as a statutory mechanism for cooperation between the State Board of Education and the State Board for Higher Education. At the local level a wide variety of arrangements between college and school districts provide for cooperation in many areas. Examples of partnerships already existing in Maryland include: the Education for Economic Security Act, which has resulted in \$1.5M in federal funds being awarded this year through competitive proposals by the State Board for Higher Education and the State Department of Education for improving teacher preparation and development programs; the Baltimore County School-College Collaboration Program, which brings together public and private higher education with County public schools for a variety of purposes; the Eastern Shore Staff Development Consortium, whose purpose is to upgrade teacher quality throughout the school systems of the Eastern Shore; and the University of Maryland College Park Commission on School-Campus Cooperation, whose mission is to improve cooperation between the campus and public schools on a statewide basis in a variety of

areas. Continued and increased cooperation between higher education and the public schools is essential if sustained improvement at all levels of education is to take place. The public schools will benefit from improved programs for preparing new teachers and the continuing education of current teachers, while higher education will benefit from improved preparation of entering freshmen. Most importantly, the residents and organizations of the entire State will benefit from such improvements. However, mechanisms for providing stable funding for such efforts is essential. In order to achieve the desired and necessary relationships between higher education and the public schools, formal funding mechanisms must be established to ensure sustained and effective programs in the schools for curriculum and instructional improvement and faculty development. Therefore, the State Board for Higher Education intends to submit recommendations for appropriations intended to accomplish these purposes.

More Rigorous High School Preparation

During the past several years, as Maryland public four-year campuses have increased their admission standards, they have begun to require specific coursework in high school. The soundness of this approach has been documented in a number of institutional and state studies and a major national study of the College Entrance Examination Board. However, preparation beyond that required for admission is a desirable goal for all students. To the extent that increasing numbers of high school students pursue a course of study that is more rigorous than they are required to take, these students will be even better prepared than they otherwise would be under current institutional plans. An adequate pre-college program of study is of particular importance for improving the program and career options of women and minority students, who traditionally have been underrepresented in fields requiring strong mathematical and scientific backgrounds.

Postsecondary education in Maryland will make a concerted effort to keep high school students and their parents, beginning at entry into high school, informed

concerning the following recommended course of study as preparation for college:

English - 4 years of study including Composition (1 year), American Literature (1 year), and English Literature (1 year)

Mathematics - 4 years for those planning to major in mathematics, science, engineering, or business, 3 years for those intending to major in other fields

The 3 year program should include Algebra I & II (2 years), Geometry (1 year). The 4 year program should in addition include Trigonometry (1/2 year) and either Analytical Geometry or Statistics (each 1/2 year)

Science- 3 years including Biology (1 year), Chemistry (1 year), and Physics (1 year)

Social Studies - 3 years including U.S. History (1 year), World History (1 year) and Government (1/2 year)

Foreign Language - 3 years including at least 2 years in a single language

Fine Arts - 1 year

Early Assessment of High School Preparation

Many students can benefit at a relatively early point in their high school programs of study from an evaluation of the extent to which their achievement levels in various areas are adequate for succeeding in college work. Therefore, higher education will work with the State Board of Education to utilize a testing program for evaluating the achievement levels of potential college-bound high school students. This program will provide feedback to individual students at a point in their high school programs of study when

changes still can be made in the courses they are pursuing and/or their performance in these courses. Like the recommendations for specific coursework, this program should be of particular value to minority and female students, who traditionally have been relatively unprepared for many types of college programs.

Improving Diagnosis of Basic Skills Deficiencies of Incoming Freshmen

Virtually all public institutions of higher education carry out some type of evaluation of incoming freshmen to determine which students require remedial coursework. A number of campuses also provide feedback to individual secondary schools concerning the extent to which their graduates require remedial work. Institutions will conduct an in-depth review of their freshman evaluation programs and consider the possibility of adopting a uniform test as one component of this process. A uniform mechanism for the evaluation of the preparation of entering freshmen in basic skills would improve the feedback that can be provided to high schools concerning the adequacy of preparation of their students and would give students a consistent set of expectations concerning the skills considered necessary to be successful in college.

Improving Feedback to High Schools

In order to provide high schools with more comprehensive and longer term feedback concerning the college performance of their graduates, the SBHE in cooperation with public campuses will develop a system to provide high schools on an annual basis with both short and long-term information in an aggregated manner about their graduates in at least the following areas: adequacy of preparation in basic skills upon entry, campus enrollment and transfer patterns, full-time/part-time attendance status, program choice, performance on achievement tests, and retention and graduation rates.

STRENGTHENING PARTNERSHIPS WITH BUSINESS AND INDUSTRY

A major challenge for higher education is to match effectively its programs and resources with the diverse and changing needs of citizens and organizations. This is necessary at the statewide as well as the regional level. To the extent that this can be accomplished successfully, the economic development prospects of the State as a whole and the individual regions of the State should be enhanced significantly.

A variety of arrangements for collaboration between postsecondary education and business, industrial and government organizations exist at the State, regional, and local levels. At the State level the Governor has established the High Technology Roundtable to develop recommendations for State programs to foster cooperation between high technology organizations and higher education. Regionally, the Regional Education Service Agency (RESA) has for many years served as an umbrella organization for promoting development in Western Maryland through the cooperation of government, business, and all levels of education. More recently, the counties of Southern Maryland have formed the Consortium on Technological Education to address the needs of residents and organizations in the region for scientific and technical education. Montgomery County, as part of its economic development efforts, has formed the High Technology Council, which is made up of representatives of governmental agencies, private organizations, and institutions of higher education. The Council's role is to promote cooperation between higher education and high technology organizations located in the County. Toward this end the County has made major commitments to facilities for the Johns Hopkins University (Center for Advanced Studies) and the University of Maryland College Park (Center for Advanced Research in Biotechnology) to establish a research and educational presence in the County by each campus.

The State Board for Higher Education strongly encourages and supports the above efforts as well as others to promote increased collaboration. This Plan contains a number of program recommendations and financial incentives for encouraging institutions of higher education to work cooperatively with business, industrial, and governmental organizations to address their needs. In addition, two new mechanisms are established to promote both regional and statewide cooperation.

Regional Councils

Campuses need good communication with constituencies to identify needs, flexibility to respond in a timely manner, and the ability to cooperate in order to address needs that cannot be dealt with by a single campus. This is important not only in the Baltimore area, where most of higher education's resources are concentrated, but also in other areas of the State with less access to postsecondary education. Therefore, the State Board for Higher Education will form regional councils to establish and maintain formal channels of communication with citizens and organizations throughout the State and recommend ways in which campuses can cooperate in addressing regional needs. These councils will develop relationships with permanent organizations that already exist, including those noted above as well as with others, whose mission includes promoting the utilization of higher education resources.

The SBHE will form five regional councils to serve in a liaison role between higher education and the citizens and organizations of their respective regions. These councils will represent the Baltimore Metropolitan area, Western Maryland, the Washington, D.C. Metropolitan area, Southern Maryland, and the Eastern Shore. The heads of all two-year and four-year institutions of higher education in each region, citizens, political and business leaders, and an SBHE representative will be members of each regional council. Representatives from other institutions and/or

organizations also may be invited to serve on the regional councils.

While each Council has the broad mission of identifying and recommending ways of responding to the needs of its region, it has the following specific ongoing responsibilities:

- o To identify needs of individuals, agriculture and business, industrial, and governmental organizations in the region that can be addressed by institutions of higher education. Particular priority is given to identifying the needs of individuals for career-related continuing education; identifying the needs of organizations for employee training, basic and applied research, and other services that will enhance their effectiveness; and, identifying the needs of local elementary and secondary schools for upgrading and retraining teachers and for otherwise improving educational quality.

- o To recommend means to address identified needs. High priority is given to ensuring that the highest possible quality of services is provided by developing institutional specialties in areas of need and by continually monitoring the results.

- o To recommend development of cooperative arrangements and programs as necessary to address needs beyond the capabilities of individual campuses and in order to provide access at the most reasonable cost possible. High priority is given to developing opportunities for cross-registration and facilitating transfer of credit among campuses, offering joint credit and noncredit programs and courses, conducting joint research projects for organizations in the region, and pooling faculty expertise to provide nonresearch services.

- o To recommend ways to provide citizens and business, industrial, and governmental organizations with information concerning the availability of higher education resources in the region and throughout the State.

State Business Advisory Committee

In addition to regional perspectives concerning needs which higher education potentially can address, it also is useful to obtain statewide perspectives. Currently, the State Board for Higher Education is provided with such perspective by advisory groups representing the heads of institutions of higher education, students, faculty, and academic librarians. The Education Coordinating Committee provides a formal mechanism for obtaining the viewpoint of elementary and secondary education. In order to obtain the advice of representatives of business, industrial and other organizations, the State Board for Higher Education will establish an advisory committee of representatives of both profit-making and nonprofit organizations throughout the State. This Committee will present to the Board its views of the needs of the organizations its members represent.

PROVIDING GREATER FOCUS FOR CAMPUS ACTIVITIES

A major priority of this Plan is to provide a sharper focus for institutional functions. This emphasis recognizes that important goals are most likely to be accomplished when campuses can concentrate on a manageable set of functions and avoid overextending the scope of their activities.

Campus Missions

The identification of specific campus missions establishes the priority they should devote to major functions and avoids unnecessary duplication of functions among campuses. The missions identified in Chapter III of this Plan provide each segment and campus with a clear focus for its activities in terms of responsibility for teaching, research and service, level of programs offered, types of student served, and academic program emphases, among other elements.

In summary, community colleges are expected to provide high quality transfer and career programs at the freshman and sophomore levels, continuing education and community service at a reasonable cost to students in response to local educational needs. St. Mary's College of Maryland is expected to give highest priority to undergraduate instruction and offer programs leading to the baccalaureate in the arts and sciences. The State Universities and Colleges also are responsible primarily for undergraduate teaching, making available programs leading to the baccalaureate as well as selected masters programs. Morgan's highest priority, likewise, is undergraduate teaching. It is responsible for offering baccalaureate programs, masters degrees in selected fields, and the doctorate in areas addressing critical urban needs. The University of Maryland is responsible for education at all levels of study, with particular emphasis on advanced study. It also is expected to give high priority to carrying out basic and applied research and utilizing its expertise to provide service to agriculture, as well as to business, industrial, and governmental organizations throughout the entire State. Other institutions are responsible for ensuring that their resources are used to address the needs of the regions in which they are located.

Program Emphases

Campuses are expected to ensure that all programs they offer are of the highest possible quality. Each public four-year campus is to offer excellent undergraduate liberal arts programs and to give priority to achieving prominence in selected program areas. The goal of having each campus focus on certain areas is to help all achieve reputations for quality that will make them increasingly attractive to students from throughout the State and give Maryland citizens higher quality programs from which to choose. The areas designated for emphasis also are expected to address high priority needs of the State's elementary and secondary schools as well as of its business, industrial, and governmental organizations. Designation of areas of program emphasis will in addition avoid unnecessary overlap and duplication. The areas of emphasis for

each public four-year campus are identified in Chapter III.

Reducing the Scope of Program Offerings

Achieving a more focused mission entails not only selecting programs for emphasis but also determining which programs no longer are consistent with campus priorities. The phasing out and consolidation of programs also provides a mechanism for generating funding and positions internally for reallocation to areas of emphasis on a continuing basis. Processes for evaluating existing programs generally are in place at the campus and segment levels. The community college system has a particularly well developed system that has been in place since 1978. Where they are not in existence, campuses should act to ensure that rigorous program evaluation processes are in place as soon as possible. Where evaluation processes already exist, they should be strengthened. Campuses and segments are expected to take the lead in reviewing existing academic programs. In order to provide a statewide framework for campus and segment program evaluation, the State Board annually will identify for campus/segment review specific programs which, on the basis of quantitative information, appear to be weak and/or unnecessarily duplicative. The results of these reviews will provide the SBHE with a basis for recommendations concerning them.

Adapting to Declining Enrollments

For much of the past twenty years, institutions have had to give priority to accommodating increased student demand. Through the mid-1990s, however, enrollments are expected to decline primarily due to a decrease in students of traditional college age. Because the next decade provides an opportunity for improving quality and giving increased priority to programs of public service, unproductive competition and overexpansion need to be avoided. Excessive competition for entering students could lead to lowering standards and imbalances between enrollments and campus capacities. Building and operating more physical plant than is

required would divert funds from needed renewal of existing plant and away from addressing other high priority needs. Hence, the campus mission statements in Chapter III of this Plan provide for limitations on the number of full-time entering freshmen and on the total size for which campuses should build facilities. Both will be reviewed annually to ensure they are appropriate for changing conditions.

CENTERS FOR EXCELLENCE

A means by which campuses can improve quality is to develop centers of excellence in selected disciplines. A number of campuses throughout the State which offer teacher education programs have been identified for developing centers of excellence in certain programs for preparing teachers. Currently Coppin, Morgan, and Towson are engaged jointly in detailed planning for such centers in the Baltimore area. Following development of centers at these campuses, additional centers to serve other regions of the State may be developed at other campuses.

Achieving reputations for high quality will make these campuses more attractive to students wishing to prepare to teach in certain fields and will increase the likelihood of attracting students with strong academic credentials to the teaching profession. These centers also should help campuses recruit exceptionally well qualified faculty in these areas who will, in addition to preparing undergraduates to teach, be available to assist in the continuing education of teachers and otherwise aid the schools in their regions.

Just as this Plan establishes Centers of Excellence in Teacher Education to assist in improving education at the elementary and secondary levels, it also provides for developing centers of excellence in areas that are likely to assist business, industrial, and governmental organizations throughout the State. Generally, programs in business and management, the sciences and engineering appear to be particularly relevant for

meeting the development needs of the State, as are selected programs in other areas. Programs in these areas are likely to be important, not only in producing graduates, but also in providing continuing education opportunities for employed individuals and attracting highly qualified faculty who can assist external organizations through research and other activities.

Campuses, both public and independent, two-year and four-year, may develop centers of excellence and seek State funding for them. Campuses should adhere to three criteria in establishing these centers:

1. The Center should be consistent with the mission of the campus at which it is to be located.
2. The Center should be unique and not duplicate a center on another campus.
3. The Center should represent an existing area of strength.

GRADUATE STUDIES IN BALTIMORE

The Baltimore Metropolitan Area is the location of about half the State's institutions of higher education and all of its dental, law, and medical education programs. Because of the variety of types of campuses in the region, residents and organizations have excellent access to a diverse array of higher education opportunities without unnecessary duplication of programs or functions. In order to ensure that these educational opportunities are of the highest possible quality, it is essential that campus missions be as clearly focused as possible. In order to ensure that campuses respond to the Baltimore area's needs in a coordinated manner, mechanisms for promoting cooperation and communication also are desirable. This Plan contains even more clearly focused missions for public institutions of higher education in the Baltimore area than is currently the case. It also provides for the establishment of the Baltimore Metropolitan Area

Higher Education Council to insure that the region's general needs are communicated to higher education and that higher education acts in a coordinated manner to address them.

While graduate enrollments in general are expected to rise only marginally in the foreseeable future and sufficient programs generally exist at the University of Maryland, Morgan and other campuses in the Baltimore area to meet anticipated requirements, there may be needs for programs in a limited number of specific areas or for part-time study in the Baltimore area that can best be addressed through cooperation among the campus in the region or between one or more Baltimore campuses and UMCP. Also likely is the need for continuing education courses at the graduate level to enhance the economic development of the region. A major responsibility of the Baltimore Metropolitan Area Higher Education Council is to evaluate the need for graduate-level study in the area which cannot be met through existing programs and to advise the SBHE concerning the development of programs to address these needs. Any such programs would be carried out under guidelines specified by the State Board for Higher Education.

IMPLEMENTATION OF THE STATE'S EQUAL EDUCATIONAL OPPORTUNITY PLAN

This past year the State reached agreement with the U. S. Office of Civil Rights concerning a five-year plan for promoting equal educational opportunity and strengthening historically black institutions. While a great deal has been accomplished under prior plans, much remains to be done. The State's new Equal Educational Opportunity Plan contains a variety of commitments and goals. The State's commitments to traditionally black campuses include \$12 million in additional base budget funding to help remedy existing deficiencies, a \$65 million program of capital construction and renovation, and continued implementation of attractive new academic programs. Among the goals

for public campuses are those for the racial composition of full-time freshmen and for professional school programs, parity in the rate at which community college graduates transfer, graduate school enrollment rates, and increases in the rate at which blacks enroll in fields in which they historically have been under-represented. Also included are goals for employment and the composition of governing boards.

This Plan complements the State's Equal Educational Opportunity Plan and contains a number of provisions which will assist in achieving its goals. These include clearly focused campus missions, improved high school preparation, retention rate goals, capital and operating budget enhancements, and additional student financial aid.

INCREASING FUNDING

By virtually any measure, higher education funding in Maryland is inadequate. Studies consistently have found that relatively large funding increases would be required to fund Maryland campuses at levels comparable to their better quality counterparts throughout the country. The relatively high level of income of Maryland residents suggests that the State could provide considerably more support for higher education. The growing importance to the State's economy of the types of businesses and industries which rely heavily on programs and resources available through postsecondary education suggests that added investment in higher education will help secure the State's economic well-being over the long run. Therefore, this Plan proposes improved funding for higher education in the State.

Operating Budgets

Increasing the base budgets at institutions is the highest priority for new State funding. The SBHE, in cooperation with institutional and State government representatives, has developed a formula for analyzing

and making recommendations concerning campus funding levels. Among the major characteristics of this guideline are that it recognizes funding differences based on campus missions, types of programs offered, and workload. It also provides incentives for campuses to invest in the establishment of research programs and to obtain outside grants and contracts; these are important considerations in making faculty expertise more available to outside organizations. Finally, the proposed guideline provides for State funding to be the base funding for institutions, thus giving campuses the incentive to raise outside funds. The State should provide funding to community colleges and public four-year campuses at levels recommended by this guideline. These funding levels would make Maryland's campuses in the public sector, both two-year and four-year, comparable in terms of funding to the better public institutions of their types in the country. Funding at this level also would permit campuses to deal with a number of important issues that have developed as a result of tight budgets, including the need for faculty development, better equipment, and adequate libraries. About \$100 million more in State General funds would be required annually to implement fully this recommendation. This assumes continuation of the State's present method for funding independent institutions and enactment of a community college formula that would deliver a level of funding comparable to that provided by the SBHE guideline.

A major cause of inadequate funding in the community colleges has been failure by the State to adjust its legislated formula for funding community colleges on a regular basis to account for inflation. Therefore, in addition to funding community colleges at a level equal to the SBHE budget guideline, the formula used by the State should provide for annual adjustments based on changes in the cost of living.

Capital Budgets

A major problem facing most public four-year campuses is the deterioration of the existing physical plant. This is the result of the fact that the federal

government generally has not assisted in funding higher education facilities for over 15 years and because the State's level of capital funding has remained modest. Hence, renovation of existing facilities has lagged far behind needs. While this problem is most pressing at public four-year campuses, the newer community college campuses also will find this a problem of increasing importance in the future unless additional funding is made available. Current estimates are that about \$300 million is required to bring existing facilities to an acceptable condition. In addition, annual appropriations will be required to keep this backlog from increasing. High priority should be given by the State to making available funding through operating budgets to insure that high priority maintenance needs can be dealt with in a timely manner before major problems develop. This will require an appropriation of about \$30 million annually. In addition, the State should continue its assistance to independent institutions for capital projects.

Student Financial Aid

Tuition and fee levels at Maryland public institutions are well above the average levels of comparable campuses nationwide. This may be desirable to the extent that it reduces the State subsidy for educating students who can afford the cost of higher education. However, because Maryland also provides a relatively low level of financial aid, access is again becoming a problem for the many students who cannot afford the cost of attendance. Maryland currently ranks 42nd among the states in the size of the average grant it provides based on need, despite its relatively high tuition levels. The fact that the enrollment of black students has been dropping in recent years is most likely the result of the increasing gap for many between cost and ability to pay. Tuitions at independent institutions have increased significantly in recent years, threatening to restrict access to these campuses for many students. In order to provide additional assistance to the most needy students, \$10M in additional funding in the State's need-based General

Scholarship Program is proposed. Also proposed is additional financial aid targeted toward dealing with other specific problems or student populations. These include awards to encourage students to pursue doctoral work in engineering and other scientific fields in which the prospect of long-term shortages of faculty and researchers exists (\$6M), scholarships to encourage academically talented students to attend Maryland institutions (\$9M), work study (\$10M), aid to part-time students (\$2M) and assistance to students attending proprietary schools (\$3M). Comprehensive reviews of State financial aid programs should be carried out on an annual basis to evaluate the adequacy of these programs in meeting changing needs.

Targeting Funding for Quality Improvement

In addition to providing general increases in operating and capital budget funding, it is important that the State selectively provide funding that will improve quality in areas of high priority needs. This Plan targets \$50 million for quality improvement in four areas: centers for excellence; partnerships with agriculture and business, industrial, and governmental organizations; partnerships with elementary and secondary education; and programs for assessing institutional performance. In each of these areas, targeted funding is intended to provide incentives for institutions to develop competitive proposals for dealing with major issues.

EXPANDING ACCOUNTABILITY MECHANISMS

State and local government as well as private organizations have a legitimate interest in insuring that resources they provide to campuses are well spent. Persons seeking postsecondary education for themselves or their children wish to insure that they receive an education that will meet their expectations. Institutions themselves need feedback on a continuing basis concerning the nature of their performance so that necessary adjustments can be made.

Most campuses typically have in place processes for evaluating faculty and programs. They also are subject to periodic reviews by regional and specialized accrediting associations. In addition Maryland has in place a number of other mechanisms for evaluating campus performance. In comparison to most states, they provide a relatively comprehensive array of information about campus performance.

Institutional Evaluation. The SBHE contracts with faculty and administrators outside the region to accompany regional accrediting teams on their regular visits and at other times to evaluate the extent to which campuses comply with minimum standards for operation. This has brought additional information into the accreditation process and improved its credibility.

Audits. Public four-year campuses annually receive a fiscal audit and management letter from an independent auditing firm in addition to the general audit the same firm does of all State organizations. Enrollment reports are audited at the same time. Numerous recommendations for improvements in financial management practices have been sent to governing boards as a result of this process. The SBHE monitors the implementation of recommendations contained in these reports. The State Board for Community Colleges also has established an audit/management letter process for campuses in that segment.

Follow-up Studies. Each year, the SBHE, in cooperation with public four-year campuses, carries out a follow-up survey of bachelor's degree recipients one year following graduation. This year a five-year follow-up also will be carried out. Each year the State's community colleges carry out a follow-up survey of either their entering freshmen or their graduates. While these surveys generally have found that graduates are doing well in the labor market and are pleased with their programs, problems also have been identified for campus attention.

Employer Surveys. The State's community colleges conducted a survey of employers of their graduates in

1981. The study found a high level of satisfaction with their graduates. This year a survey of employers of Maryland graduates of four-year campuses was completed. Results show that employers are satisfied with Maryland graduates and rank them on a par with graduates of other campuses. Employers also identified a number of areas where improvements are desirable. Plans are to repeat and expand this survey in the future.

SAT Scores and Retention Rates. The SBHE monitors the levels of academic preparation of entering students as well as their retention and graduation rates on a continuing basis. Both generally have been rising, substantially at several campuses.

Campus Indicators. The SBHE periodically compiles an Indicators Report for each public campus. This report contains a wide variety of information concerning the environment in which each campus is operating, campus characteristics, trends in campus performance based on the results of various studies, and a summary of major issues facing each campus.

Additional studies and surveys which give insights into campus performance are carried out as needed. In addition, the many external agencies charged with licensing professionals to practice in the State provide feedback on a continuing basis to campuses and departments which prepare students for careers in these fields.

Review of Existing Programs

This Plan provides for implementation of a system for State-level identification of existing programs and for segment and campus-level reviews. This process has as its goal the elimination or consolidation of weak or unnecessary programs.

Undergraduate Achievement Testing

Because there is no single best method for evaluating campus performance, it is desirable to use

as many means as possible to obtain a comprehensive perspective. One area in which there is little outside information is the evaluation of the cognitive development of college students throughout their collegiate experience. One method for assessing student intellectual development would be to compare achievement test results following a period of enrollment in college with achievement test results prior to entry. While the achievement testing of college students is at a very early stage of development, it merits strong consideration in the near future. Therefore, the State Board for Higher Education, in conjunction with public and independent institutions, will explore the development of, and will pilot test, a program for testing college students completing their sophomore year of studies. Such a test would measure higher-order general intellectual skills and/or the outcomes of the general education component of a student's program and could be used at both two-year and four-year campuses. The results of this pilot testing will determine whether to continue a statewide approach or tailor testing programs to characteristics of individual campuses under statewide coordination.

CHAPTER III

INSTITUTIONAL ROLES AND MISSIONS

The identification of institutional missions is one of the fundamental components of this Plan. Among the major purposes of mission specification are the following:

- (1) To ensure that institutional activities correspond to the needs of the State and its citizens;
- (2) To promote access and diversity by ensuring that a broad range of different types of educational opportunities are available to serve the wide variety of needs of the State's citizens and organizations;
- (3) To enhance quality by providing priorities for institutional development and criteria for evaluating performance;
- (4) To promote efficient use of resources by making institutional roles as complementary as possible and avoiding unnecessary duplication; and,
- (5) To reinforce the State's commitment to equal educational opportunity by ensuring unique roles for Traditionally Black Institutions and increasing the likelihood that prospective students will choose institutions for reasons other than race.

INSTITUTIONAL FUNCTIONS

Maryland's institutions of postsecondary education engage in a wide variety of different types of activities. Generally, these can be classified into three broad functional areas.

TEACHING

The most important function of all postsecondary institutions is the transmission of knowledge to individuals through formal courses and programs of study. Collegiate institutions, except for those with specialized missions, generally offer a variety of programs in the arts and sciences as well as a more limited number of programs whose primary purpose is career preparation. All undergraduate programs, regardless of their emphasis, have a general education component, which has as its goal providing students with a basic foundation of knowledge which will permit them to lead responsible and informed lives. Those collegiate campuses with specialized missions generally emphasize programs preparing individuals for specific careers as do most noncollegiate postsecondary institutions.

RESEARCH

Scholarly research related to the specific subjects taught by faculty at all types of campuses enhances teaching and learning in the classroom. The creation and application of knowledge is a primary function of faculty at campuses with research missions, where teaching loads, hiring and promotion practices, facilities, libraries, and other resources are oriented to promoting and supporting research. An additional function of research activities at such campuses is the training of future researchers through doctoral and postgraduate education. At other types of institutions research is important for the continual professional growth of faculty, although these campuses are not funded to carry out an extensive formal research mission.

SERVICE

The use of institutional resources to serve the general public is an important and growing function of nearly all collegiate institutions. Faculty expertise, either individually or through organized entities, frequently is utilized by external organizations to carry

out applied research and otherwise assist them in dealing with issues they face. The availability of such expertise is recognized as an important factor in promoting certain types of economic development. Increasingly, campuses are developing noncredit courses and programs to meet the continuing education needs of organizations and of individuals. Campus facilities commonly are made available for use by organizations and individuals for a wide variety of purposes. Numerous cultural events, open to the public, are presented on virtually all campuses. As the creation, application, and transmission of knowledge become of increasing importance to society, this function of collegiate campuses becomes a growing priority.

These three functions - teaching, research, and public service - along with student body characteristics and service area definition constitute the major dimensions along which missions are defined for Maryland institutions of higher education in this Plan. Missions at public four-year campuses also contain ceilings on the enrollment of new full-time freshmen and estimates of campus physical plant capacities. These two mission components will be reviewed annually.

INSTITUTIONAL MISSIONS

COMMUNITY COLLEGES

Community colleges are expected to provide high quality transfer and career programs, continuing education and community service at a reasonable cost to students in response to local educational needs.

Degrees Offered

The community colleges should offer freshman and sophomore level courses leading to lower division certificates and associate degrees.

Programs

Community colleges should be comprehensive, offering degree-credit programs which prepare students for careers as well as for transfer to four-year institutions. Statewide programs may be offered in high cost/low demand areas in which campuses have particular strength. Community colleges will maintain articulation agreements with public four-year institutions in order to facilitate the transfer of students. They also should provide a wide variety of non-credit adult and continuing education courses and programs that meet the vocational, professional, and self-development needs of part-time and returning adult students.

Enrollments

Community colleges should attempt to adhere to a policy of open access and maintain tuition levels consistent with this policy. They should provide educational opportunities for persons with all levels of prior academic preparation. These campuses should insure that they provide remedial assistance commensurate with the needs of the students they admit.

Research

While the main responsibility of community colleges and the faculty they employ is undergraduate teaching, faculty are encouraged to engage in non-sponsored research and other creative work to maintain expertise in their respective disciplines. They should engage in only limited sponsored research.

Public Service

The community colleges are expected to provide community service programs designed to meet the needs of local citizens, government, business, and industry.

STATE UNIVERSITIES AND COLLEGES

Degrees Offered

The State Colleges and Universities should offer programs at the bachelor's and master's levels. In addition, the University of Baltimore will offer the first-professional degree in Law and Towson, the certificate of advanced study in School Psychology.

Enrollments

Except for the University of Baltimore, which is an upper division institution, the State Universities and Colleges should endeavor to enroll at least 45% of their undergraduate students at the junior and senior level. Each campus will maintain articulation agreements with community colleges to facilitate the transfer of students from these campuses.

Undergraduate Admission

Except for the University of Baltimore, which does not admit freshmen, campuses should continue to raise their freshman admissions standards. Campuses should provide programs for students admitted as exemptions so that the five-year retention rate for those retained beyond one year of study is equal to that for regularly admitted students.

Research

While the primary responsibility of each campus is high quality undergraduate instruction, faculty are encouraged to engage in research and creative work in those areas which are consistent with the mission and curricular emphases of these institutions. Sponsored research support may be sought in cases where faculty have high levels of competence and the project will not require significant campus investments. Up to 5% of total Educational and General expenditures may be devoted to organized research.

Public Service

The State Universities and Colleges should provide public service programs for the benefit of citizens and organizations in the regions in which they are located. Among other things, such programs should address the continuing education and economic development needs of their areas of the State.

Bowie State College

Program Emphasis. Bowie should emphasize programs in undergraduate liberal arts and sciences, in selected fields of education and business, and in computer and information technology.

Enrollments. Bowie should limit the number of new full-time freshmen enrolled to 300. Its current planned plant capacity is not more than 1,200 full-time day-equivalent students.

Coppin State College

Program Emphasis. Coppin should emphasize programs in undergraduate liberal arts and sciences and in selected areas of education and the health professions.

Enrollments. Coppin should limit the number of new full-time freshmen enrolled to 400. Its current planned plant capacity is not more than 1,450 full-time day equivalent students.

Frostburg State College

Program Emphasis. Frostburg should emphasize programs in undergraduate liberal arts and sciences and in selected fields of education, business, and the arts and sciences.

Enrollments. Frostburg should limit the number of new full-time freshmen enrolled to 750. Its current

planned plant capacity is not more than 2,700 full-time day-equivalent students.

Salisbury State College

Program Emphasis. Salisbury should emphasize programs in undergraduate liberal arts and sciences and in selected fields of education, business, and the arts and sciences. The campus is expected to continue and expand its cooperative efforts with UMES to provide necessary academic programs without unnecessary duplication.

Enrollments. Salisbury should limit the number of new full-time freshmen enrolled to 675. Its current planned plant capacity is not more than 3,000 full-time day-equivalent students.

Towson State University

Program Emphasis. Towson should emphasize programs in undergraduate liberal arts and sciences and undergraduate business and in selected fields of education, humanities, the social and behavioral sciences, and the fine arts.

Enrollments. Towson should limit the number of new full-time freshmen enrolled to 1,700. Its current planned plant capacity is not more than 9,000 full-time day-equivalent students.

University of Baltimore

Program Emphasis. The University should emphasize programs in undergraduate arts and sciences and in selected fields of business, public affairs and law.

Enrollments. The University's planned plant capacity is not more than 1,600 full-time night-equivalent students.

ST. MARY'S COLLEGE OF MARYLAND

Degrees Offered

St. Mary's should offer programs at the baccalaureate level.

Program Emphasis

St. Mary's should offer a traditional liberal arts curriculum, and give high priority to achieving excellence across this curriculum. It will maintain articulation agreements with community colleges in order to facilitate the transfer of students enrolled on these campuses.

Enrollments

St. Mary's should endeavor to enroll at least 45% of its students at the upper division level. The campus should limit the number of new full-time freshmen enrolled to 350. Its current planned plant capacity is not more than 1,250 full-time day-equivalent students.

Undergraduate Admission

St. Mary's should continue to raise its admissions standards. The campus should provide programs for students exempted from regular admissions criteria so that the five-year retention rate for those who are retained beyond one year of study is equal to that for regularly admitted students.

Research

The primary responsibility of campus faculty is instruction. However, faculty are expected to engage either in research or other creative work in order to maintain expertise in their respective disciplines. Sponsored research support may be sought in cases where faculty have high levels of competence and the project will not require significant campus investments.

Up to 5% of total Educational and General expenditures may be devoted to organized research activities.

Public Service

St. Mary's should provide public service programs for the benefit of citizens and organizations of Southern Maryland.

MORGAN STATE UNIVERSITY

Degrees Offered

Morgan should offer programs at the baccalaureate and master's levels and may offer the doctorate in areas which meet critical urban needs.

Program Emphasis

Morgan should emphasize programs in undergraduate liberal arts and sciences and undergraduate business, in selected fields of business and education, architecture, in electrical, civil, and industrial engineering and in other areas which address urban issues. Morgan will maintain articulation agreements with community colleges in order to facilitate the transfer of students enrolled on these campuses.

Enrollments

Morgan should endeavor to enroll at least 45% of its undergraduate student body at the upper division level. Morgan should limit the number of new full-time freshmen enrolled to 800. Its current planned plant capacity is 4,000 full-time day-equivalent students.

Undergraduate Admission

The campus should continue raising admissions standards. The campus should provide programs for students exempted from regular admissions criteria so that the five-year retention rate for those who are

retained beyond one year of study is equal to that for regularly admitted students.

Research

The primary responsibility of campus faculty should be instruction. However, faculty are encouraged to engage in non-sponsored research to maintain expertise in their respective disciplines. Sponsored research support may be sought in cases where faculty have high levels of competence and in areas addressing high priority urban needs. Up to 15% of total Educational and General expenditures may be devoted to organized research activities.

Public Service

Morgan will provide public service programs for the benefit of citizens of the Baltimore area.

THE UNIVERSITY OF MARYLAND

Degrees Offered

The University of Maryland should offer programs at the bachelor's, master's, doctoral, and first-professional levels. The College Park Campus may offer a certificate program in Applied Agriculture while the University College may offer the associate degree on military bases to active duty members of the armed forces.

The University has organized graduate study under a single University-wide Graduate School and all graduate degree and advanced certificate programs are offered through it. The University should continue to develop University-wide degree and advanced certificate programs, cooperative programs with other university and non-university institutions, and programs to be offered by individual campuses of the University.

Students

UMAB should enroll all of its undergraduates at the upper division level. UMCP should endeavor to enroll at least 55% of its undergraduates at the junior and senior levels while UMBC and UMES should attempt to enroll at least 45% in the upper division.

Undergraduate Admission

The University should continue to raise its admissions standards. Campuses should provide programs for students admitted as exemptions so that the five-year retention rate for those retained beyond one year of study is equal to that for regularly admitted students. Each campus will maintain articulation agreements with community colleges in order to facilitate the transfer of students enrolled on these campuses.

Research

In addition to basic teaching responsibilities, University faculty are expected to give priority to research. Normally, about 25% of Educational and General expenditures should be devoted to the support of organized research.

Public Service

The University of Maryland campuses should provide public service programs for the benefit of citizens of the entire State as well as for the benefit of the regions in which they are located. Such programs in particular should emphasize the use of University research expertise for continuing education and for meeting the needs of business and industry.

University of Maryland at Baltimore

Program Emphasis. UMAB should emphasize programs in the health sciences, social work and community planning, and law.

Enrollments. UMAB should endeavor to enroll 75% or more of its total student body at the graduate and first-professional levels of study. Its current planned plant capacity is not more than 4,200 full-time day-equivalent students.

University of Maryland Baltimore County

Program Emphasis. UMBC should emphasize programs in undergraduate liberal arts and sciences; computer science, selected engineering fields, and policy sciences; and selected graduate liberal arts and sciences, as determined by the State Board for Higher Education before program development, with special emphasis on mathematics and the biological and physical sciences. The campus should give high priority to ensuring that its graduate programs in scientific and policy-related fields serve the continuing education needs of professional employees of organizations located in the Baltimore Metropolitan Area through both credit and non-credit offerings.

Enrollments. UMBC should attempt to enroll 15% or more of its total student body at the graduate level. UMBC should limit the number of new full-time freshmen enrolled to 1,500. Its current planned plant capacity is not more than 6,300 full-time day-equivalent students.

University of Maryland College Park

UMCP should endeavor to become one of the finest public comprehensive universities in the nation.

Program Emphasis. UMCP will offer a comprehensive range of programs in both arts and sciences and professional fields.

Enrollments. UMCP should attempt to enroll 25% or more of its total student body at the graduate level. UMCP should enroll no more than 4,000 new full-time freshmen. Its current planned plant capacity is not more than 28,000 full-time day-equivalent students.

University of Maryland Eastern Shore

Program Emphasis. UMES should emphasize programs in undergraduate liberal arts and sciences and in agriculture and environmental science, technologies, computer science, hospitality services, and selected areas of the health professions. Graduate programs which meet the needs of the Eastern Shore may be developed. UMES is expected to continue and expand its cooperative efforts with Salisbury State College to provide necessary academic programs without unnecessary duplication.

Enrollments. UMES should endeavor to enroll 10% of its total student body at the graduate level. UMES should enroll no more than 400 new full-time freshmen. Its current planned plant capacity is not more than 1,400 full-time day-equivalent students.

University of Maryland University College

At the undergraduate level, UMUC should offer a program in general studies. Its undergraduate offerings will be oriented to meeting the needs of students, primarily those older than traditional college age, who desire to attend on a part-time basis. At the masters level, programs will be offered in fields oriented to meeting career enhancement goals.

UMUC also will provide administrative support for programs and courses when offered off-campus by other University campuses.

INDEPENDENT INSTITUTIONS

The State recognizes the special nature of independent higher education, which provides a diversity of missions, programs, and educational environments. The diversity of missions among independent institutions, as well as public institutions, is both desirable and essential in serving the wide range of educational and cultural interests of public constituencies. The freedom of each independent institution to espouse

particular values and embrace selective commitments encourages innovation and academic pluralism which enhances the overall quality of education.

Students

The independent institutions should serve students who desire the particular educational programs which these institutions make available. They broaden access by providing an additional element of choice, making available to students a range of educational opportunities within the scope of their talents and aspirations. The independent institutions should continue to serve qualified Maryland residents as well as maintain their national and international constituencies which enrich their educational environments.

Academic Program Levels

Programs of instruction should be offered by independent institutions at all degree levels consistent with their missions, as their respective charters authorize and as their respective governing boards establish. New programs or major alterations of programs are implemented taking into consideration recommendations of the State Board for Higher Education.

Types of Academic Programs

A broad spectrum of instructional, research and public service programs should be offered among the institutions in the independent sector, consistent with their missions. Independent higher education in the State is represented by a national comprehensive research university, liberal arts colleges, theological and seminarian colleges, women's colleges, and two-year colleges. The variety of educational opportunities provided by the independent institutions contributes to the diversity of higher education in Maryland and enhances the public function which these independent institutions perform.

INDEPENDENT POSTSECONDARY PROPRIETARY SCHOOLS

The State recognizes the special nature of the independent postsecondary proprietary sector of higher education which provides a diversity of programs in occupational and technical fields. The diversity of programs is both desirable and essential in serving the wide range of occupational interests of public constituencies. The presence of these institutions promotes a competitive spirit which can enhance the quality of education.

Students

The independent postsecondary proprietary institutions serve students who desire the particular educational programs which they make available. They broaden access by providing an additional element of choice, making available to students a range of educational opportunities within the scope of his or her talents and aspirations. The independent postsecondary proprietary institutions should continue to serve qualified students who seek specialized occupational training.

Academic Program Levels

Programs of instruction will be offered by independent postsecondary proprietary institutions consistent with their missions and as authorized by the approvals granted by the State Board for Higher Education.

Types of Academic Programs

A broad spectrum of occupational and vocational training should be offered by the independent postsecondary proprietary institutions, consistent with their missions. The variety of educational opportunities provided contributes to the diversity of postsecondary

education in Maryland and enhances the public function these institutions perform.